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ABSTRACT

Information on the German Foundation for International Development (DSE) and DSE's program events for 1975 are presented. (DSE is one of the central institutions in the Federal Republic of Germany charged with the implementation of development policy measures. Established in 1959, the objective of the DSE is to foster relations between the Federal Republic of Germany and other countries on the basis of mutual exchange of experiences in the field of development aid.) It is noted in the introduction that DSE's eight divisions have adopted two types of program events: (1) Conferences, seminars, symposiums, and meetings of experts serving the exchange of experiences at the international and national levels, and (2) initial and advanced training courses in the Federal Republic of Germany for specialists and higher-level personnel from developing countries. The three major sections of this document are titled Remarks on DSE Policy Guidelines, DSE Division Reports, and Summary of DSE Events. The division reports section (the major part of the document) covers the following topics: "Curriculum Development in Africa--A Focal Point in Education and Science," "Documentation for the Administration and Economy of East African Countries," "Key Role of Development Banks in Socioeconomic Development," "New Concept for the Preparation of Federal German Experts," "Federal German Administration in Practice and Theory," "Technical Training and Industrial Promotion," and "Training in the Agricultural Sector within the Framework of International Cooperation." (SH)

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DIALOGUE AND TRAINING

1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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DSE

German Foundation for International Development

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1000 Berlin 30, Rauchstraße 25
Tel.: 030/26 06 1 Telex: 1 81 615

Responsible for contents: Dr. Gerhard Fritz

Editor: Ulrich Kern

The purpose of the German Foundation for International Development (DSE) is

to foster relations between the Federal Republic of Germany and other countries on the basis of an exchange of experiences in the field of development policy.

To this end the German Foundation

a) brings together leading personalities from Africa, Asia, Latin America, other parts of the world for an exchange of experiences with German experts and for a common study of development problems within the framework of conferences, seminars, and study tours;

b) prepares German experts for assignments in Third World countries;

c) performs important tasks in the field of educational assistance for countries of Africa, Asia, and Latin America, by organizing experts meetings, conducting inquiries and dispatching relevant materials.

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September 1976

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Dr Gerhard Fritz

Rauchstrasse 25, 1000 Berlin 30
Tel.: (0 30) 26 06–1, Telex: 1 81 615

Bonn Office of the German Foundation for International Development

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Deputy to the Directors General

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Tel.: (0 22 21) 22 80 11, Telex: 8 86 710

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Tel.: (0 81 57) 84 81, Telex: 5 26 436

In conferences, seminars, and advanced training courses the DSE offers its guests from all over the world an opportunity to exchange views and experiences concerning problems of international development — in the Federal Republic of Germany and in other countries throughout the world — in cooperation with many international partner organizations — On the basis of the International Strategy for the Second UN Development Decade and the Development Policy Concept of the Federal Republic of Germany.

The German Foundation for International Development (DSE) is one of the central institutions in the Federal Republic of Germany charged with the implementation of development policy measures. Established in 1959, the objective of the DSE is "to foster relations between the Federal Republic of Germany and other countries on the basis of mutual exchange of experiences in the field of development aid" (excerpted from the DSE statutes). The DSE pursues this objective within the framework of the Technical Assistance programme of the Federal Republic of Germany for the promotion of economic and social development in the countries of Africa, Asia, and Latin America.

INTERNATIONAL COOPERATION

With its accession to the United Nations, the Federal Republic of Germany entered into a new dimension of international relations. Even before it acquired full membership, the Federal Republic had worked closely with the specialized agencies of the United Nations engaged in development work. This cooperation had positive repercussions on the work of the DSE because it is these agencies which serve the countries of the Third World as a mouthpiece through which they can express themselves as equal partners.
In the realization that the central problems of development policy cannot be solved in national or regional isolation, the DSE has long sought to strengthen its contacts with the United Nations and its specialized agencies and also with other specialized institutions at international level. The emphasis of DSE work within such cooperation is on the transfer of specialized technical knowledge.

The fields of activity of the DSE divisions are as follows:

Headquaters, with the Executive Office, the General Affairs Unit, and the Administration	**Berlin (West)**
Liaison with federal ministries, governments of the Laender, international organizations, and diplomatic missions	Bonn Office of the DSE
Educational planning, school and out-of-school education, teaching materials, promotion of universities and the sciences, documentation	Education, Science, and Documentation Division **Bonn**
International dialogue on management and planning decisions in economic and social development	Seminar Centre for Economic and Social Development **Berlin (West)**
Briefing of German experts for overseas assignments	Area Orientation Centre **Bad Honnef**
Improved efficiency of public administrations within the process of socioeconomic change	Public Administration Promotion Centre **Berlin (West)**
Technical vocational training as a basis for industrial development	Industrial Occupations Promotion Centre **Mannheim**
Agriculture and rural development	Food and Agriculture Development Centre **Feldafing** near Munich

PROGRAMME STRUCTURE

In order to carry out their various tasks the DSE divisions have adopted two types of programme events:

— Conferences, seminars, symposiums, and meetings of experts serving the exchange of experiences at international and national level among high-ranking personalites;

— Initial and advanced training courses in the Federal Republic of Germany for specialists and higher-level personnel from developing countries.

Many of these events are closely aligned with bilateral and multilateral development projects. In this way it is possible to achieve a more rapid application of the recommendations formulated at DSE events to actual project practice.

PARTICIPANTS

The DSE establishes the main sectors of its activities on the basis of coordination at international level. In line with the Development Policy Concept of the Federal Republic of Germany, it plans its programme of activities according to the following areas of emphasis: strengthening the planning and organizational capacity of developing countries in administration and industry, fighting unemployment and underemployment, promoting structural improvements in rural regions, setting up work- and environment-oriented education systems, and diversifying the industrial sector. Each year approximately 3000 guests participate in internal and external events of the DSE. Over 15,000 guests have participated in DSE events since its establishment in 1959—1960. The DSE staff now totales over 350.

INVITATION PROCEDURE

The selection of participants is undertaken by the DSE in close consultation with the governments of its partner countries or, respectively, with its partner organizations. According, most of the invitations are extended via the diplomatic missions of the Federal Republic of Germany. It has been shown that this procedure ensures a high level of qualification on the part of the participants.

ORGANIZATION

The DSE is an institution under civil law. It has its headquarters (Executive Office, General Affairs Unit, Administration Division) in Berlin (West). Its other divisions (see above) are located in five cities of the Federal Republic of Germany (Berlin [West], Bonn, Bad Honnef, Mannheim, Feldafing near Munich). Its activities are financed out of funds of the Federal Government and contributions from various federal Laender (states).

The DSE is headed by a Board of Trustees composed of representatives of political life, science and technology, management and labour, federal ministries, and governments of the Laender. Its members are appointed by the Federal Minister for Economic Cooperation for a term of four years. The Board establishes the guidelines for the work of the DSE.

Two Directors General conduct the business of the DSE. They are appointed by the Board of Trustees following consultation with the Federal Minister for Economic Cooperation and are responsible for the observance of the Board's guidelines and the implementation of its decisions.

PUBLICATIONS

The DSE publishes the monthly magazine "E+Z" (Entwicklung und Zusammenarbeit). Every three months its foreign language magazine "D+C" appears in English (Development and Cooperation), French (Développement et Coopération), and Spanish (Desarrollo y Cooperación). The purpose of "D+C" is to maintain and strengthen contacts with former participants in DSE events.

In collaboration with the German Agricultural Society and the German Agency for Technical Cooperation, Ltd., DSE also publishes the bimonthly periodical "entwicklung + ländlicher raum" (Development and Rural Areas).

The findings, recommendations, and working papers of the various DSE conferences and seminars are published in report form in the respective working languages. These reports may be obtained free of charge from DSE, D - 53 Bonn, Endenicher Straße 41.

In 1975 a total of 3,647 guests took part in the programme events of DSE in the Federal Republic of Germany and abroad (of these, 2,383 were foreign guests). The events were carried through in various languages.

In addition, over 2,800 German and foreign guests paid short informatory visits to DSE.

The DSE events in 1975 can be broken down as follows:

55	International seminars, courses, conferences and follow-up events at home and in the Federal Republic of Germany for guests from Asia, Africa, and Latin America	1,458 guests
6	Study tours for professionals from Asia, Africa, and Latin America	78 guests
	Advanced training courses for specialists and higher-level personnel from Asia, Africa, and Latin America	1,083 guests
27	Expert consultations with participants from all continents	230 guests
4	Conferences in the Federal Republic of Germany and abroad (for German participants)	153 guests
	Area orientation courses for German specialists and their wives	645 guests

BRIGITTE FREYH
GERHARD FRITZ

INTRODUCTION

The activities of the German Foundation for International Development (DSE), during 1975 were characterized by further concentration on specific main areas of development. These areas of emphasis, which fall under five categories, will continue to receive priority in the coming years:

A. Economic Sector

- Advanced training measures serving to improve the credit system in developing countries;
- Advanced training measures in the field of small and medium industry in developing countries;
- Advanced training measures in the field of economic and trade relations for staff members of foreign services and related institutions of developing countries.

B. Agricultural Sector

- Advanced training measures in the fields of animal and plant production, forestry and forest products, agricultural economics, and agricultural engineering;
- Advanced training measures in the fields of agricultural extension and agricultural credit in Asia;
- Advanced training measures in the fields of plant protection and pest control.

C. Organization and Administration

- Advanced training measures in the field of documentation in Africa;
- Establishment and coordination of development documentation centres in the Federal Republic of Germany;
- Advanced training measures in the field of urban and rural planning in developing countries;
- Advanced training measures in the field of local administration in developing countries;
- Advanced training measures serving to improve the tax and customs organizations of developing countries;
- Advanced training measures serving to improve labour administration in developing countries.

D. General and Technical Education

- Advanced training measures in the field of curriculum development in Africa;
- Advanced training measures in the university and research field in developing countries;
- Advanced training of technical instructors in connection with the development of a modern vocational training system in developing countries;

E. Preparation of Federal German Specialists for Overseas Assignments

- Preparation of specialists for developing country assignments within the framework of technical assistance;
- Preparation of workshop instructors for assignment to technical schools in developing countries;

- Preparation of travel officers for duty in developing countries.

In 1975 DSE launched its first long-term external training programmes. These new activities of DSE, the logical consequence of task-distributed international cooperation in a region in a specific sphere of emphasis, can mark the beginning of a new development in the field of advanced training for specialists and higher-level personnel of developing countries:

- With its own small staff and modest funds, DSE mobilizes in the region indigenous training personnel;
- DSE is pressing for international cooperation, also among neighbouring developing countries;
- Development institutions which have to date pursued the practice of implementing training measures on a generally noncoordinated basis are now joining together in planning, designing, and financing such measures.
- Teachers from industrial countries should be assigned to a region only in cases where there is a sizable shortage of local teaching personnel.

In designing and implementing its external training programmes, DSE is guided by the principles of international subsidiarity and solidarity.

In 1975 public opinion in the Federal Republic of Germany regarding social and economic aspects of national life was strongly influenced by the changing relationship between industrial and developing countries. The main areas of public concern were the labour market, the export industries, and national security. Media reporting reflected a growing cautiousness in the fields of foreign policy and external trade policy in the light of the changing north-south relationship. Within this framework development policy attracted increased

public attention. Now recognized as a new guiding principle of development aid, the careful balancing of worldwide economic interrelationships has gained priority over the former principle of giving for the sake of helping.

Brigitte Freyh
Director General

Dr. Gerhard Fritz
Director General

REMARKS ON DSE POLICY GUIDELINES

GERHARD FRITZ

Changes in the Administration and Organizational Structures of Developing Countries as a Prerequisite for the Transfer of Resources

The main objective of the developing countries is to achieve a maximum transfer of resources from the industrial countries to developing countries. The desired maximum transfer of resources is operational in two ways:

- Maximization of transfer within the scope of existing international economic mechanisms,
- Maximization of transfer via development aid.

According to Billerbeck, these transfer goals are qualified by the readiness and the ability of the industrial countries to contribute to their realization.

The first type of transfer is anchored in bilateral and multilateral mechanisms: improvement of export and import opportunities and promotion of private investments.

In all probability development aid in the traditional form of project aid, the second type of transfer, will gradually shrink in volume. Experience has shown that many development policy measures did not serve the actual needs of the developing countries.

On the other hand, a maximization of transfer of resources from industrial countries to developing countries within the framework of development aid is often vitiated by administrative and organizational underdevelopments in Africa, Asia, and Latin America.

The effectiveness of engagement in the sphere of other national administrations and societies is dependent, among other things, on whether or not, and if so to what degree,

bureaucracies can administratively and organizationally absorb and integrate the assistance given. We have learned from experience that the bureaucracies of many developing countries have met with failure in this effort. Throughout the very young history of development aid, therefore, the process of development aid absorption and integration in developing countries has for all practical purposes failed to function.

To the same extent that development projects become more interdependent as to content, the integration process within the framework of resources transfer via development aid becomes less capable of functioning.

Although industrial countries and the United Nations have been aware of this situation for over two decades now, the patient and systematic dialogue with experts from developing countries concerning the possibilities of identifying and solving administrative and organizational problems has met with little resonance in bilateral and multilateral development policy bodies. No priority has been given to the task of providing systematic advanced training for specialists and higher-level personnel of developing countries in order to upgrade their professional knowledge and skills in the interest of improving administrative machinery. On the contrary, advanced training of this kind has been pursued over the years as a marginal activity only.

If the volume of resources transferred via development aid is to be increased, it will be necessary to support indigenous operational personnel to a much greater extent than before. They must be better informed regarding the preconditions underlying effective transfer. Knowledge gaps in administration and organization must be closed.

A new style of administrative and organizational consultancy must be developed. At neither national nor multilateral level have promising concepts been brought forward. There are

few practicable proposals. Existing consultancy services, seminar series, and training courses all serve their intended purpose, but there is no underlying basis of coordination. It can be said without exaggeration that considerable confusion exists at international level in the field of consultancy, dialogue, and training.

In all probability a great many things could be done at less cost than is the case now, when uncoordinated measures on the international "training and consultancy market" must often be paid for two and three times. Apparently the industrial countries are not fully able to gain an overview as to measures they finance directly and indirectly through various channels.

The World Bank, UNDP, the European Community, and other organizations should now join with the industrial countries in a serious effort to make full use, on a balanced division of tasks basis, of existing institutional capacities in order to set into motion long-term, tightly concentrated measures in the field of advanced training, Within the framework of integrated international five-year programmes, for example, there are many important subject-matter fields in which considerable progress could be made towards eliminating administrative and organizational underdevelopments via consultancy services, measures providing for the fruitful exchange of knowledge and experiences, and advanced training courses for specialists and higher-level personnel of developing countries.

- One is the field of agriculture, which must ensure that mankind is nourished. With few exceptions, industrial and developing countries as well as international organizations conduct only their own training courses, usually as isolated, uncoordinated measures.
- Another is the field of rural development, which Robert McNamara so stresses the need for, and the concomitant task of creating employment opportunities. How can rural devel-

opment proceed at all in developing countries today? The scant organizational and administrative capacities in these countries at regional development level are quite unequal to the task. And how is the problem of promoting small and medium industry via organizational, economic, managerial and financial assistance to be tackled in the face of the critical shortage of skilled local personnel? Who is to successfully establish and operate industrial firms, given the almost complete lack of indigenous industrial management personnel with practical workshop and production experience? The application of appropriate technologies suffers from a major shortage of local "animateurs."

- The grotesque fact must be called to mind that at a time when nearly all countries of the world and most international organizations are plagued with financial problems, practically no developing country can boast of an effective government auditing system. Development aid has overlooked this promotional field, with the result that close international cooperation in the task of systematically training indigenous government auditors for Africa, Asia, and Latin America still remains an almost unfulfilled need.
- Similar considerations apply to the fields of export, customs administration, management in the public and the private sector, labour administration, business administration, and education.
- Local government (including town planning), regional planning, sectoral planning, and other vital fields are all characterized by a considerable shortage of professionally qualified staff.
- Even in President McNamara's own field, that of banking, an adequate training course programme covering various aspects of development policy still waits to be established, quite in spite of the work being done by the World Bank and a

number of national and regional banks. Inadequacies in local bank organization and technical operation often suffice to render development financing helpless to alleviate underdevelopments.

- If we expect developing countries to better absorb the resources transferred, we must first make certain that they are capable of systematically preparing their own plans on the basis of collected planning data. We soon find that there are far too few documentation facilities.
- Budgets are one of the most important instruments of national policy, and yet some developing countries have not yet sufficiently mastered the art of establishing them properly. They have only a few knowledgeable public officials who understand the policies, principles, and techniques involved in budgeting government expenditures.
- There is in developing countries a shortage of schools which can train finance officers for the task of establishing and operating national tax systems. Many of these countries have a tax administration which is so underdeveloped that they cannot modernize the tax system and increase tax revenue.
- Developing countries should, it is said, enjoy an increased share of international trade within the international division of labour. But how are they going to achieve this when for example in the diplomatic service many of them do not have specialized personnel such as economic counsellors, who could take over liaison tasks of trade promotion?

Against the background of this administrative and organizational deficit in many Third World countries much of what McNamara called for as guiding principles of development policy must perforce remain but a mirage on the global development horizon.

At the international level of development policy, therefore, it is urgent that major institutions responsible for consultancy, training, and exchanges of experiences in industrial countries, international organizations, and developing countries join together to identify ways and means of properly distributing the tasks and financial burdens involved in an effort to mitigate the administrative and organizational underdevelopment of the developing world.

In this connection a number of points must be borne in mind:

- Training measures must be planned on a long-term basis and equipped with authorizations for financing over a number of years, as is the case with capital and technical aid. Up to now a two-year running period for advanced training measures has been considered fully adequate. Two-year planning periods, however, vitiate efforts to arrive at a long-term international division of training measure tasks.
- Under the principle of subsidiarity, internationally recognized guidelines must be established which within the framework of an international division of tasks clarify the purpose of sur-place training, training in a neighbouring country, and training in an industrial country and identify course design and course financing possibilities. These guidelines should relate to both formal and non-formal training and advanced training.
- Specific tasks fall to the field of science within the framework of curriculum development. The task of determining how, where, and when organizational and administrative weaknesses occur which hinder the transfer of resources must also be undertaken.
- Drawing on modern teaching technology, educationalists and scientists must so develop model courses (lectures, case studies, selected reading) on basic problems of developing

countries for various target groups that training institutions on all continents can use them and thus achieve a multiplier effect.

- For a certain period of time government financed expertises should no longer be requested; in their stead work should be commissioned on the development model courses. Courses of the Harvard Business School of the World Bank Institute or the advanced training course on the promotion of small and medium industry developed by GOPA (Association for Organization, Planning and Training) for DSE could serve as examples.
- The World Bank, regional and national development banks, and banks in industrial countries (for example, the Development Loan Corporation in the Federal Republic of Germany) should in sufficient volume provide funds, not only in the form of loans but in other forms as well, for project-associative training measures and the training provided by partner institutes.
- Capital aid repayments in national currencies which remain in developing countries should be used exclusively for training in the field of finance and credit management with the purpose in mind of ensuring that future capital aid transfers more effectively serve the development intended and that through the establishment of internal institutions investors and improvements in the tax and customs administrations domestic financial resources can be better identified and put to use.
- Under the sponsorship of the UN, the EC, and the OECD, international working groups on training measures in selected development spheres of major importance should be established. Responsibility for these working groups could be taken over on a decentralized basis by existing training institutions at no additional cost. These working groups

could deal with such subject matter as credit management, public finance (taxes, customs. budgeting, auditing), promotion of small and medium industry, export promotion, agricultural extension, town development planning, documentation, etc.

- Again and again new organizations are founded when new problems arise or when responsible positions are newly filled. Such organizations often have just enough funds to cover staff costs and soon leave the difficult training field for the more sheltered and comfortable one of research. There must be an end to this practice.
- The UN and also the EC should assume responsibility for the overall coordination of such measures and give generous financial support over a planning period of several years. The OECD should also give greater attention to coordination tasks in this field.
- Within its means, DSE could contribute technically, organizationally, and financially to international efforts to gradually arrive at a maximum transfer of resources from industrial to developing countries via development aid.

BRIGITTE FREYH

Advanced Training Oriented Towards Demand

In 1975 a new approach to the task of providing initial and advanced training for specialists and higher-level personnel of developing countries was undertaken. Organizations answering to the German Federal Government which carry responsibility in this field reached agreement concerning the redistribution of competencies in the interest of achieving a more effective division of tasks. Such a change calls for closer coordination among these organizations. This reorientation of tasks according to subject-matter fields has not been successful in all instances, due either to a resistance to change or to the priority of ongoing tasks which has rendered such a changeover difficult. In spite of the many improvements which have been achieved, therefore, this new approach will still have to prove itself in practice.

Quite apart from this redistribution of competencies, DSE remains faced with a great complexity of problems stemming primarily from the express need to orient its training measures more closely towards demand. The main areas of activities of the DSE divisions are at the same time areas of emphasis of the development policy concept of the Federal Republic of Germany. Because of the steady increase in advanced training demand, the DSE divisions, already working at full capacity, must now devote more time to the organization of individualized advanced training courses of high caliber. Contradictory as it may seem, exactly this increase in the number of individualized courses has meant that less

time can be devoted to counselling the fellowship-holders. The danger that in the end all effort will have to be devoted exclusively to the administration of these courses cannot be lightly dismissed. The many problems arising in connection with these training courses take time to solve, and at the same time attention must continue to be given to the task of properly balancing training content with training requirements. One solution could be to provide for groups of participants a number of advanced training courses on varying subject matter within an overall long-term training programme, whereby the same courses need not necessarily be repeated in the ensuing long-term training programme.

Since there is already a great shortage of advanced training facilities in the Federal Republic of Germany, it has become necessary for DSE to organize so-called sur-place and third country advanced training courses. This move is in alignment with the decision of the German Federal Government to provide increased support for sur-place training measures in the future. It also reflects the growing number of requests for advanced training in specified subject matter being received by DSE from governments of developing countries.

The problems involved in organizing and implementing sur-place and third country advanced training courses are well known. They range from the selection of fellowship-holders and their assignment to the proper training course to supervision of the training and evaluation of training results. To date it has for the most part been necessary to deal with these problems via correspondence and the assistance of third parties, as a general rule persons who are not familiar with the administrative aspects of the fellowship programmes. On the other hand, the advantages of providing training in the region are obvious:

- better integration into the organizational structure and conditions of developing countries;

- avoidance of problems resulting from training in the Federal Republic of Germany such as readjustment to conditions in the homeland, integration into the homeland working world, and the need to have the certificate obtained recognized;

- elimination of the need to provide courses of instruction in German language and to provide return flight tickets for the fellowship-holders, the result being a considerable reduction in training costs.

The advantages and disadvantages of sur-place and third country training must be balanced out more carefully than has been possible before. This means that in addition to solving the many organizational problems, care must be taken to ensure that the training courses provided in developing countries and financed by fellowships awarded by the Federal German Government are not only carefully set up in line with both the type and quality of training required but also geared to expected future developments. It therefore seldom suffices to simply award fellowships for training at training institutions in developing countries, all the more so since the type of training intended is not formally academic but rather practice-oriented and informative in character, similar to that which DSE provides in the Federal Republic of Germany.

It is in the interest of the developing countries (and also in the interest of the Federal Republic of Germany as initiator) that these external courses be just as carefully planned and implemented as are internal courses. The term "oriented towards demand" implies that expected developments are also be taken into account and furthermore that through improved quality and a broader curriculum the advantages deriving from training in an industrial country (familiarization with the life and insti-

tutions of another culture and its technical and scientific know-how) can be compensated for.

In 1975 the number of sur-place and third country fellowships (particularly in the agricultural and technoindustrial sectors) rose sharply.

The German Foundation has now begun drawing the obvious consequences from the difficulties encountered to date in connection with fellowship awards for training in the region. Two new approaches have been launched, namely, the establishment of long-term external training programmes comprising series of courses and the sending of DSE staff members to the respective regions in the capacity of mobile regional officers with the purpose in mind of improving the organizational and implemental bases of the courses.

Drawing upon its own experience, DSE geared its initial external courses for Third World nationals to those professions for which homeland training, if provided, is either not broad enough or not yet geared to new developments. Emphasis is being placed on specific sectors which have been recognized as having high priority in the region concerned and for which long-term courses can be organized in collaboration with partner institutions.

In 1975 the Board of Trustees of the German Foundation authorized the launching of two long-term regional training programmes, namely,

1) courses of training for documentalists, librarians, and archivists established for the East African region in Nairobi, Kenya, by DSE in collaboration with the East African Community and the East African Academy;

2) courses in agricultural development, agricultural extension, agricultural credit, etc. established for

the Southeast Asian region in Los Banōs, Philippines, by DSE in collaboration with the Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA).

Approval was also given for the establishment in Quito, Ecuador, in 1976 of a long-term training programme offering courses for senior officials of the supreme audit institutions of Latin American countries.

The good results achieved in the courses completed to date confirm that the subject matter selected met specific needs in the regions and that collaboration with well-established partner organizations was highly effective.

In planning and implementing these training measures, developed in joint effort with its partner organizations, DSE has drawn upon technical, methodological, and organizational support both from its own programme coordinators and from staff members of relevant institutions of the regions. For example, it proved expedient in Los Banōs to broaden training in agricultural extension by adding farm management. With the support of the Asian Development Bank, more emphasis will be placed in the future on marketing and on agricultural credit.

The assignment of DSE mobile regional officers to the respective regions is intended as a means of improving sur-place and third country training. A mobile regional officer has such a broad spectrum of duties to discharge that at this initial stage only the most urgent tasks can be undertaken. He must maintain constant contact with all institutions involved in the programme, inform the countries of his region on training possibilities in the Federal Republic of Germany, assist in selecting fellowship-holders, organize follow-up meetings and special seminars,

counsel fellowship returnees from the Federal Republic, and assist in the preparation and implementation of sur-place and third country training measures.

It is obvious that there is still much room for improvement as regards the establishment and maintenance of contact between the sending countries and the organizations providing training.

Results obtained so far in the field of sur-place and third country training show that much remains to be done. The practice of shifting some spheres of personnel assistance to developing countries has proved effective in principle, and a good measure of improvement has been achieved. The German Federal Government has therefore reaffirmed its intention to continue this policy. However, it cannot be denied that it will take a great deal of hard work to translate this concept into a practicable instrument. The joint efforts already initiated in this field must therefore be continued.

DSE DIVISION REPORTS

II EDUCATION, SCIENCE AND DOCUMENTATION DIVISION

DIETER DANCKWORTT

Curriculum Development in Africa - A Focal Point in Education and Science

In developing countries education is not an end in itself. In addition to constituting a basic right of every individual, it has a major role to play in efforts to overcome underdevelopment. However, the subject matter, structures, and instruments inherited from the colonial powers are to a large extent unsuited to the task of solving development problems. Indeed, the expansion of the education infrastructure without making fundamental adaptations has simply created new problems rather than solving existing ones.

There is thus general consensus that the school must now assume a new function: it must be anchored in the natural environment of the learner, it must constitute the focal point of village life and the learning process of the whole population and not merely the children, and it must create a common bond between learning and work. The school must, to the degree possible, be the responsibility of the village community. The basic subjects, namely, reading, writing and arithmetic, and practice-oriented subjects related to the solving of everyday problems such as food, shelter, and clothing should constitute the bulk of the curriculum. Teaching should be given in the local language. Educational assistance should therefore in increased measure take the form of planning aid in the field of curriculum development for basic education in rural areas, a field which constitutes one of the focal points of the activities of the German Foundation.

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The necessary structural and curriculum reforms can be carried through only if local qualified personnel are available. For this reason DSE launched a long-term training course programme for the advanced training of curriculum experts in Africa, commencing with a training seminar in Ghana. This regional Africa seminar for advanced training in the field of curriculum development and evaluation was organized in collaboration with the UNESCO International Institute for Educational Planning, Paris, and SIDA, the Swedish development aid organization. Intended as a model seminar, it led to the amalgamation into one association of the African curriculum institutes. In the future, this association will be an important partner of the German Foundation in the organization of the courses.

The following objectives have been set within the frame of cooperation in this field:

1. Assistance in the establishment and expansion of national curriculum centres which coordinate, prepare, and supervise educational reform in a country;
2. Exchange of experiences, both theoretical and practical, between existing centres;
3. Advanced training for the staff of these centres;
4. Assistance in the production of new teaching materials;
5. Assistance in the planning of advanced teacher training courses in which the new curricula are introduced.

Between four and thirteen participants from each of a total of twelve countries took part in the first course in 1975; thus the centres were represented on average by larger teams. These teams will therefore find it easier to convert the results into practice in their countries.

The main topics of some of the courses held to date were:

1) Planning and development of curricula
2) Evaluation and control of learning progress
3) Social and individual change in school and environment
4) Teacher training
5) Education technology (teaching, teaching media).

Conferences and courses such as those staged by DSE, in collaboration with the International Institute for Adult Literacy Methods (IIALM), Teheran, in the field of basic education are to be continued.

At one of the conferences in Berlin (West) the first textbooks for basic education and literacy programmes were developed. Educational radio, programmed learning, and teaching media for adult groups are the subject of the first three volumes. Further manuscripts, primarily on the subjects of planning and evaluation, were examined at a DSE Conference in Teheran in 1976, and preparations are now being made to use them in the Branch's advanced training courses, e.g. in Tanzania.

One event in 1975 served to promote the international exchange of experiences and ideas and to appraise and refine the concept of university promotion. At a conference for German lecturers teaching at universities in Latin America attention was directed primarily to identifying measures for the main aid recipient region. The conference results clearly point to the need to increase assistance for the establishment of postgraduate courses, the advanced training of university teachers, the development and revision of curricula, and cooperation in development-oriented research fields. The next lecturers' conference, (1976), this time in Africa, will concentrate on problems of curriculum development.

One area of DSE emphasis in university promotion is that of the engineering sciences. At an international conference in Berlin (West) the five main promotion projects now ongoing in this field (Madras, Addis Ababa, Dar es Salaam, Valparaiso, Heluan) were examined from the aspect of progress achieved to date in order to draw consequences therefrom and gain new approaches to promotion in the engineering sciences field. The development of independent curricula, the advanced training of university staff, and the expansion of research and consultancy oriented to the needs of the respective country are all priority tasks in the training of engineers.

The German Foundation plans to also devote special attention within its university promotion efforts to the agricultural sciences in the future.

DIETER DANCKWORTT
GERHARD BECK

Documentation for the Administration and Economy of East African Countries

Nine of the thirteen states constituting the East African region fall into the category described by the United Nations as "least developed countries."

A shortage of resources and economic potential is accompanied by a severe lack of know-how and technical expertise in many important sectors. This situation prevents the evolution of new forms of society, lessens the effectiveness of the administration and economy, and hinders the rapid development of the level of scientific knowledge.

The process of transferring technology and knowledge should not be restricted solely to person-to-person communication (e.g. in school, university, or measures of technical assistance). Relevant information from research reports, conference documentation, journals, and other scientific literature must be available at all times for planning, administration, research, and trade and industry. Libraries, documentation centres, and archives established and run according to modern techniques form the foundations of an effective information system and assist in the preparation of decisions in the development process. Information facilities thus have a direct and positive influence on development in a country.

Apart from the severe shortage of information structures in the East African region, there is a virtually total lack of suitable personnel and a failure to appreciate the value of information on the part of responsible government departments.

It was therefore essential to demonstrate to the appropriate development institutions the value of information in the devel-

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opment policy decision-making process. These institutions had to be shown how to develop suitable instruments adapted to their needs. Preliminary to launching its training project the German Foundation therefore conducted an International Conference in Nairobi in 1973 and followed it up in 1974 with introductory user seminars in Khartoum, Kampala, and Dar es Salaam on the use and handling of information for higher-level staff from the administrative, scientific, and economic sectors.

At the same time the East African Academy, Nairobi, was commissioned to produce a study on actual training demand. This study indicates that the main demand is for staff in the following three groups:

a) professional qualified staff at information centres. They are to be acquainted in short, specialized courses with modern methods in their field and with the potential of the international information market;

b) medium and lower-level staff of information centres, comparable with graduate documentalists and librarians in the first case and assistants (sub-professional or non-professional staff) in the second.

c) key staff in the administration who participate in development policy decisions and who have been instructed in the above-mentioned user seminars in the principles of modern information processing. Important in this context are the public servants who can exert a multiplier and innovative effect on their structures.

The requirements of the thirteen East African countries in this field are as follows:

- an average of fifteen ministries in each country require librarians, documentalists or information officers:

13 x 15.....195

- Likewise subordinate authorities, semi-government institutions, research institutes, banks, and industry:

  13 x 50.....650

- advanced training of librarians in modern methods of establishing special libraries:

  13 x 10.....130

- assistant staff for government archives:

  13 x 4..... 52

- additional assistants and specialists such as indexers (to classify scientific literature), reprographers, etc.:

  500

In contrast to these short-term and medium-term training courses in the region, the longer-term academic advanced training of higher-level staff must take place in the Federal Republic of Germany or in third countries. Thus within the framework of this DSE training project close cooperation has been established with the German Federal Government's training programme for specialists and higher-level personnel.

On 25 August 1975 an agreement was concluded between the German Foundation and the East African Academy (EAAc), one of the institutions of the East African Community (EAC), regarding future cooperation. The EAC declared itself willing to delegate staff to the Academy in order to gradually take over the future Centre for Regional Training and to run it with its own personnel and funds. In accordance with the agreement, EAAc provides a programme officer for the implementation of training measures, whereas DSE is represented at the Academy by a programme coordinator. Joint planning is the responsibility of a Commission, which, in the presence of one of the Directors General of the German Foundation, convened for the first time in Nairobi on 28 October following the

appointment of the programme officer and his staff and after the arrival of the DSE coordinator. The Academy is at the same time the secretariat of a Regional Planning Committee, which convened once in October and once in November 1975. Its membership consists at present of representatives of the following institutions: the University of Nairobi, the University of Kampala, the University of Dar es Salaam, the National Documentation Centre of Uganda, the National Documentation Centre of the Sudan, the Library Service of Tanzania, the Library Service of Kenya, and the National Archive of Kenya.

In its sessions the Regional Planning Committee established the 1976 programme and also discussed the 1975-1980 long-term programme. In the coming year it is to convene four times in order to ensure coordination during the initial phase of operation.

DSE has assumed responsibility for the following measures within the cooperation effort:

1) training courses for the staff listed above;
2) one-week national seminars for users in the administrative, scientific, and economic sectors;
3) regional conferences in collaboration with UNESCO and other international sponsors to improve regional and international cooperation;
4) sessions of the Regional Planning Committee serving to prepare and evaluate events;
5) equipping of the coordination office with machinery and teaching media as well as initial financing of the office staff;
6) awarding of fellowships for the advanced academic training of specialists and higher-level personnel in the Federal Republic of Germany or third countries.

An important task of the DSE coordinator will be to coordinate these measures with the programmes of the donor countries and international institutions, maintain contact with the Federal German programmes of other sponsoring organizations, and assess possibilities of cooperation. In 1975 the Education, Science and Documentation Division therefore concluded agreements with UNESCO, which latter provides financial support to parts of the programmes, and established contacts with the European Community, the World Bank and institutions in Canada and Great Britain. Close contact is maintained with the Embassy of the Federal Republic of Germany in Nairobi, the Goethe Institute in Nairobi, the field office of the German Academic Exchange Service, and the German Volunteer Service.

The 1974 user seminars staged in Sudan, Uganda, and Tanzania were followed up in 1975 by a seminar for high-level personnel from Kenya. The objective of these seminars is to reveal the importance of documentation and information for the development of a country, analyze information requirements on the part of the users, and formulate recommendations for the improved use, expansion, and coordination of existing services. The following topics, among others, were handled at these seminars:

- How can contact between the scientists and experts in the country be improved?
- How can packages of laws and guidelines be updated and publicized?
- How can the reports of field offices be better evaluated by the authorities?
- How can the supply of information from the central authorities to the field offices be improved?
- How can knowledge of the institutions be improved?

- How can a central register of scientific reports be organized in the country?
- How can the mass media (particularly the radio) be involved more usefully in disseminating information?
- How can the services provided by the special libraries be upgraded?
- How can competences within the relevant administration be better regulated?
- To what extent should oncoming higher-level personnel be made aware of these problems at the time of training?
- How can the training of registrars in the authorities be upgraded?

Some of these questions touch on critical aspects of the use of documentation and information in the industrial countries. Contact with the most important circles of users is a problem which also hampered the work of the DSE Education, Science and Documentation Division in the Federal Republic of Germany. It has proved impossible to hold any national seminars in this country, because the relevant departments in Germany are too decentralized and the interview method is now being used by the Division.

III SEMINAR CENTRE FOR ECONOMIC AND SOCIAL DEVELOPMENT

HERTA VOMSTEIN

Key Role of Development Banks in Socioeconomic Development

On the occasion of the UNIDO Second General Conference held in Lima in 1975, the developing countries demanded an increase in their share of participation in world industrial production from the present seven per cent to a minimum of 25 per cent by the year 2000. This ambitious target can be reached only providing there are appreciable annual increases in the currently low net product in the industrial sector; such increases, in turn, are possible only on the basis of appropriate measures undertaken simultaneously in both the public and the private sector on various levels and in several fields. The necessary package of measures will vary from country to country according to the available potential of material and non-material resources, the political orientation of the government, and the degree of dependency on exogenous factors and regulations.

A common feature of these various strategies will be the mobilization and provision of considerable amounts of funds to be invested for the purpose of establishing and expanding diversified industrial production with a view to assisting the country in question to abolish external dependence, strengthen its purchasing power, and stimulate through its own power continued economic growth. This applies also to those countries in which extensive amounts of capital needed for production are currently available, for example the oil-exporting countries. These countries will be taking increasing measures in the future to ensure that their oil revenue is used to establish modern industrial production so that they can reduce their dependence on the

single raw material, oil, which in all probability will be exhausted within a generation.

Increased mobilization of a country's savings and improved conditions for private investment are further measures which may be taken to attain the higher level of industrialization towards which the developing countries are striving. A broad spectrum of institutions, including self-help institutions, cooperatives, savings banks, and national and supranational development banks are needed to carry out such measures.

The development banks, in the widest sense of the term, have a crucial role to play as catalysts in the process of converting development policy objectives into reality. A development bank represents an important economic instrument; its specific function in the development process may be subjected to quantitative changes in accordance with the changing socioeconomic objectives of a country.

In order to be able to fulfil its tasks, a development bank must make high technical demands of its management staff. The latter must be conversant with the techniques of a bank employee, and also be equipped to think in interdisciplinary and innovative terms. Furthermore, they must be able to classify economic and business management criteria and incorparate them within the overall framework of development policy objectives.

At present there are no established training institutions in either the industrial or developing countries for "development bankers." Therefore top priority should be accorded in the developing regions themselves to the establishment of institutions of this kind. The required teaching materials and curricula adapted to the requirements of the country in question should be produced jointly by the development banks in cooperation with existing regional institutions.

DSE, in whose Seminar Centre seminars and conferences on the management of development banks have been taking place for several years, is cognizant of this broad spectrum of development tasks. It would admittedly be unrealistic to believe that the enormous demand for qualified development bank staff (there is an annual 10 per cent increase in bank staff in developing countries) could be satisfied by DSE training measures and seminars. Even if DSE turned over its entire programme to this aim, this demand could still not be met. DSE can, however, in collaboration with existing institutions (first and foremost the Economic Development Institute of the World Bank), seek to

- encourage the creation of regional training centres and programmes in Africa, Asia, and Latin America,
- assist in the elaboration of appropriate curricula,
- contribute ideas on tailor-made training and advanced training courses for the required teaching staff, and
- contribute in a modest way by means of specialized training courses to efforts to relieve the present critical situation and hence to increasing the efficiency of the development banks, this for as long as suitable training centres or courses are either not available or inadequate.

Against this background may be seen the events staged by DSE in 1975:

- a conference on demand-oriented training of specialists in cooperation with ALIDE, the umbrella association of the Latin American development banks, in Lima in July 1975;
- conference in December 1975 with German advisors at development banks in the Third World. Special attention was devoted to the question of training and advanced training;

- a seminar with the Asian Development Bank in Manila on management and integrated planning of port projects;
- two training courses for medium-level personnel from development banks and industrial promotion institutions in the Near and Far East on small and medium industry promotion.

With these two latter courses DSE, in close collaboration with GOPA (Association for Organization, Planning and Training), broke new ground from both the methodological and the didactical viewpoint. The aim of the course discussions, for which the participants prepare themselves on the basis of written material and selected reading, was to provide these participants with the necessary theoretical knowledge and equipment. In order to ensure that the courses were practice-oriented, case studies related to developing countries were prepared by the participants; these were examined in small groups in the presence of tutors and discussed between the groups with a view to finding the optimal solution. Practice orientation was also ensured by a decision-making game in the second part of the eight-week course. This decision game also served the organizers as a learning progress control tool. The relatively high initial costs and the success of the course justify its repetition in the coming years for other groups of countries. Because of the current insufficient commitment of the development banks to the promotion of small and medium industrial projects, this course staged by the Seminar Centre is of high development policy priority.

In this context mention should be made of a further event, which received considerable attention because it discussed and critically analyzed a series of new development concepts. At a seminar on the promotion of self-help institutions, twenty-five representatives of private Latin-American development foundations and other self-help institutions

exchanged experiences and ideas on the methods adopted by them to assist primarily the underprivileged sectors of the populations of their countries. Considerable progress has been made in many marginal areas of Latin America by a close interlinking of credit and consultancy, new forms of collectively guarding against risk, and unselfish personal commitment.

Credit and consultancy in the promotion of such institutions are important elements in the concept of integrated rural development as developed over the past few years at FAO. DSE, in collaboration with FAO and SIDA, is organizing a worldwide cycle of seminars on this field. The cycle commenced in 1975 with seminars in Colombo (SIDA) and Djakarta (DSE) and is to be continued in Africa and Latin America in 1976 and evaluated at a symposium in Berlin (West) in 1977.

All the measures listed here were designed to contribute to the promotion of the credit infrastructure of the countries of the Third World. Indirectly via the credit institutions they were also intended to supply or upgrade the tools needed to realize the resolutions made at the UNIDO Conference in Lima on intensified industrialization.

A further contribution to the Lima discussions was made by the seminar on job procurement through handicrafts and small industry, organized in Quito in 1975 for participants from seven selected Latin American states. Finally, the International Consulting Forum (ICF), which DSE organized in collaboration with the Company for Exhibitions, Fairs and Congresses Ltd. (AMK), Berlin (West), and the top European consulting associations (Comité Européen des bureaux d'Ingénierie, CEBI, Brussels, and the European Committee of Consulting Engineers, CEDIC) in Berlin (West) in September 1975, represented an important contribution to the industrialization discussion, particularly for those

countries where the main problem is to find suitable investments to promote development and secure the future for the surpluses of liquid resources resulting from the increase in oil prices. The ICF dealt with questions of industrial cooperation between European and Arab countries and attempted to lay the foundations for intensified long-term cooperation at all levels in the industrialization plans of this region.

IV AREA ORIENTATION CENTRE

GÜNTHER OLDENBRUCH

New Concept for the Preparation of Federal German Experts

The technical assistance projects of the Federal Republic of Germany and hence the tasks of federal German experts in Africa, Asia, and Latin America are being adapted in increasing measure to the development objectives of the recipient countries and integrated more fully into the latters' development processes. In structure and content, therefore, the preparation of these experts for their overseas assignments must be designed to impart to them a sound knowledge of the host country and increasingly exact and specific knowledge of those instruments which they will need to fulfil their tasks. Furthermore, the subject matter involved must be carefully concentrated and integrated according to the special needs of these tasks.

The work of the DSE Area Orientation Centre in 1975 was therefore oriented towards preparing and testing a new concept for the three-month seminars for the preparation of these federal German experts, who have been assigned by the German Agency for Technical Cooperation, Ltd. (GTZ), to work in developing countries, and their wives.

The new structure of the seminars has been used since July 1975. Accordingly the first two months' preparation proceed as follows:

In the mornings teaching is given in international languages and in the languages of the developing countries. The circa thirty afternoons of the first two months are devoted to a course on area orientation, a course on techniques and methods of cooperation, and a GTZ course on techniques of project work.

The third month is reserved for preparatory measures which are oriented towards the special needs of the participants. The participants are involved exclusively in either language instruction or in special courses normally lasting one week in the fields of management, didactics, etc. The participant, in consultation with his seconding employer, can choose from the following alternatives:

- all-day language instruction;
- all-day courses normally of a week's duration: discussion techniques and conduct of negotiations; methods of formulating, developing and weighting objectives; counterpart-oriented behavioural training; introduction to preschool education and to the problems of school education; pedagogics-didactics; modern management: motivation and management, systematics and techniques of modern management, modern management; project planning and control using critical path method;
- combination of language instruction and courses.

The proportion of the three-month seminar devoted to language preparation was considerably increased by offering the participant the opportunity to use the third month of preparation exclusively for language study.

In addition, the Centre acknowledged the initiative of the participants by agreeing to twice leave the time after 4 p.m. during the courses on area orientation and cooperation free for private study which could consist of individual language work. Teaching is given not only in the so-called international languages but also where necessary and where teachers and teaching material are available in the language of the host country, i.e., either the country's official language or the language of communication commonly used in the project area.

Particular importance is attached to the efficiency of the language instruction. Classes are kept small so that each participant has ample opportunity for oral practice

in class, and teaching material which approximates to the typical vocabulary of experts is produced and used.

The language instruction provided during these three months takes into account development policy and administration vocabulary and also concentrates as far as possible on the vocabulary related to the participant's specialized field field of work.

Despite all these efforts, however, it must be admitted that the approximately three fourths of the participants who commence with either no or only a slight knowledge of the language acquire only a basis on which to later build on in the host country; only in a few cases is progress so rapid that a participant is subsequently fluent enough to conduct teaching or advise local administrations in the language.

Since only one or a few participants are assigned to each country, the part of the seminar programme devoted to area orientation had to be geared to a great extent to individualized training. This problem was solved by furnishing a basic structure for each participant (i.e. subjects, their sequence, and applied methodology) and then drawing up an individual area orientation work plan. This work takes into account the participant's particular interests, which he reveals in a questionnaire prior to the preparatory course and in study discussions with the area orientation lecturers and assistants during the course.

The basic structure of the area orientation course is as follows:

- The participant identifies the structural features of the host country on the basis of a catalogue of features annotated and showing relations, using the material on the host country supplied by DSE.
- After reading material on the recent history of the host country, the participant presents his views as to the cause of underdevelopment. A particular role is played here by

dependency theories, a knowledge of which is essential for the understanding of the political policies of developing countries.

- The course than deals with the host country's own efforts to overcome underdevelopment within the framework of its national development policy. Reference is made in this context to the tasks, objectives, and effects of development aid in general and that of the Federal Republic of Germany in particular. After a short overview of the instruments, organization, and scope of federal German and multilateral development aid, a briefing is given by the relevant regional section head from the Federal Ministry for Economic Cooperation on federal German development aid to the host country and the development policy concept pursued in the specific project to which the participant is attached.

- While all concerned are anxious to provide the participant with information on his future project, no optimal method has yet been found. The intention is that the participant first acquaint himself with the basic project documents available in the Centre so that he can subsequently be familiarized in his briefing with the competent regional section head from the Federal Ministry for Economic Cooperation with the development policy objectives of the Ministry as related to his project. The GTZ then supplies detailed project information which concentrates on the personnel and material structure and organization of the project. In conclusion the Centre schedules a counselling session with the participant on all aspects of the project.

- Practical advice on everyday life and behaviour in the host country emphasizes the more action-oriented side of the project. This advice is supplied in briefings by experts on the host country in question.

It is clear from this structure that the area orientation course is intended to impart more than mere cognitive knowledge of the host country. The aim is to create empathy and hence an understanding of the objectives, values and achievements of the host country in terms of its own self-image. In this way it is intended that the expert and his wife learn to behave in such a way that they feel they are really living in the country and not in an enclave, adapt to local conditions and become integrated to the degree necessary, and orient their

decisions to the objectives and priorities of the host country.

The most important characteristic of the activities of federal German experts in the technical assistance projects is their collaboration with local partners. In development projects the attainment of the project objectives follows from a crystallization of measures taken on a partnership basis within the sphere of federal German technical assistance and the host country's own achievements. It is particularly in this field that the most frequent and far-reaching conflicts arise as a result of differing systems of standards, modes of behaviour, objectives, and methods. For this reason the overall aim of the Centre's training project, that of enabling the participant to live and work in the host country, must also be approached from this direction.

The course on methods and problems of cooperation is organized in the following stages:

- Partners in cooperation: During this stage the participants are given information on the factors such as institutions, persons, and groups which influence project work;

- Tasks of cooperation: The expert is acquainted so thoroughly with the general tasks of cooperation and those of his specific field of work that prior to taking up his assignment he is able to envisage them himself and describe them;

- Preconditions for good cooperation: The participant learns in this stage to recognize the differing basic positions of everybody working on the project and what is necessary to bridge the disparities in terms of the tasks in hand;

- Methods of cooperation: This stage is devoted to imparting knowledge in the fields of environment-oriented methods of analysis, decision-making, communication, planning, organization, and staff management, that is to say, everything understood under the term "management." Importance is also attached to revealing the dynamic effect of teamwork as well as to the fallibility and transfer of knowledge.

- Problems of cooperation: The participant is made to realize during this stage that every cultural group has its own pre-

mises which when they converge can lead to conflicts and misunderstandings. The participant is made aware of these problems and given advice as to how to overcome them.

- Methods of solving conflicts: In the interests of constructive cooperation conflicts should be argued out. In this phase participants learn how to discover the reasons behind conflicts and are familiarized with possibilities of solving conflicts.

This course is designed to provide more than just mangement training for industrial managers, managing directors, project directors, and other high-level personnel. The real aim is to convince the participants that in reality management is a general and important function and that in both private and professional life every individual has to perform tasks which taken together amount, for lack of a better word, to management, namely, analyzing, setting objectives, planning, organizing, deciding, communicating, controlling, cooperating, and leading others.

V PUBLIC ADMINISTRATION PROMOTION CENTRE

BERND HACK

Federal German Administration in Practice and Theory

In 1975 the Public Administration Promotion Centre continued to expand its programmes in the specialized spheres of public finance and government auditing and also treated the spheres of labour administration, environmental conservation, and public enterprises.

In addition to fostering good relations with international organizations such as the International Union of Local Authorities (IULA) and the International Institute for Social Studies (IISS) in The Hague, which as in previous years collaborated with DSE in various events, the Centre also intensified cooperation with regional partners in Africa, Asia, and Latin America. Latin America was represented most strongly in the DSE Centre's programme. Unfortunately, less attention could be paid to Asia, despite the fact that it represents 75 per cent of the population of developing countries.

The strong representation of the Latin American region in the Centre's programme can be explained by the existence in the region of well-organized and efficient partner institutions: the Inter-American Center of Tax Administrators (CIAT) and the Latin American Association of Supreme Audit Institutions (ILACIF). DSE launched a long-term training course programme with the latter association in the autumn of 1975.

Public finance control involves not only questions of a priori, a posteriori, and continuous control of budgeting in public administration but also calculations with regard to the efficiency and economy of large-scale projects and

rationalization measures. The tasks in developing countries are often similar to those discharged by the President of the German Court of Audit in his secondary function, that of commissioner for efficiency and economy in public administration.

Relations with our African partner, the African Training and Research Centre in Administration and for Development (CAFRAD), were fostered in 1975. However, efforts initiated by CAFRAD and supported by DSE to establish a federation of African towns, intended to include both the anglophone and the francophone regions, unfortunately miscarried in 1975.

The most important event staged in 1975 for the anglophone region of Africa was a seminar on tax law and tax policy in industrialized and less industrialized countries. The problems of international cooperation in this field (double taxation agreements, assessing of so-called multinational corporations, tax incentives for foreign investment) prompted the participants to lay the foundations for the establishment of a regional association along the lines of CIAT, the Latin American model. The delegates from Nigeria offered to act as spokesmen and initiators for this project and presented the plans to Professor A. Adedeji, Executive Secretary of the UN Economic Commission for Africa (ECA). DSE was requested to promote these plans and organize a similar seminar in the near future for the francophone countries of Africa.

Cooperation with the UN Social and Economic Commission for Asia and the Pacific (ESCAP) was initiated in the form of a jointly organized seminar on management in public administration held in the Federal Republic of Germany. The seminar was of an extremely high technical standard. Contact with ESCAP was then intensified at a conference of the Asian Centre for Development Administration (ACDA), a subsidiary

of ESCAP, in Kuala Lumpur.

In addition to events organized independently or in collaboration with foreign partners, special mention should be made of the close association between DSE and the Senat of Berlin and the cooperation of the latter in the Centre's seminars. Without the material and technical support of Berlin, it would be impossible for the Centre to carry out its work in the present scope.

The topic of labour administration was dealt with in events arranged jointly with the International Labour Organisation (ILO).

In 1975, as in past years, DSE made use of all the available types of events such as seminars, group and individualized advanced training, awarding of sur-place fellowships, delegation of experts to events organized by partners, and long-term training courses in its public administration activities.

The international seminars demonstrated once again that the presence of a technical seminar director is essential in the case of highly specialized subjects such as tax law and tax policy. In view of the wide variety of special topics to be treated, a task of this nature cannot be fulfilled as effectively by a section head with only general knowledge of the subject matter. The same applies to many of the Centre's group advanced training courses. The trend is towards English-language courses of three to five months' duration. The appointment during the period of practical training of German tutors trained for their task and able to work in the English language has resulted in an increase in the amount of knowledge transferred. The nine-month advanced training courses, on the other hand, present the Centre with certain problems. During the essential four-month period of German instruction, for example, the linguistic receptivity of the participants

is challenged to the full, whereas their other intellectual powers are not stretched. They therefore find themselves under mental pressure, a situation which is aggravated by the long separation from their homes and families.

While the group advanced training courses have by and large proved successful, virtually the opposite must be reported of the individualized courses. Latest experiences with this type of course have proved highly disappointing and confirmed DSE in its misgivings. Precisely in the field of administrative practice and science, which is predominately abstract and humanistic in orientation, a theoretical introduction in seminar form is an indispensable preparation for practice. The financial expenditure can, however, hardly be justified for individual participants. One solution to the dilemma might be to combine fellowship-holders into groups according to their special interests so that they can receive the necessary theoretical instruction together and subsequently move on to their practical advanced training, at which stage individual needs must be taken into account. Individualized courses are feasible only in the exceptional case of the fellowship-holders who are already acquainted with administration practices in the Federal Republic of Germany and are interested in receiving advanced training in an exactly defined field.

The sur-place fellowships in Africa, Asia, and Latin America have once again proved useful and valuable. As a result of a shortage of DSE personnel and funds, however, it has been difficult to control and monitor the courses. The practice of seconding federal German experts to events of partner organizations abroad has also once again proved successful. This practice enables a wide circle of interested participants in developing countries to be reached at low cost and acquainted with federal German administrative experiences.

Important tasks await federal German administrative aid in the medium and long term. Emphasis will in the future be on the transfer of technical knowledge. The industrial countries should not act simply as production centres of the Third World but should assist them to improve their own organization of all branches of life.

This applies in particular to the public administration sector, which in the Third World plays a comparably more important role than in the industrialized countries.

Interest in the experiences and methods of federal German administration and the goodwill demonstrated by the developing countries remain as great as ever. The Third World is becoming increasingly aware that the Federal Republic of Germany is not the capitalist country it is occasionally taken for. It is, on the contrary, a state which successfully practices a mixed economy system. The Centre's overseas guests have commented with interest on the fact that a large proportion of savings in the Federal Republic are invested by private households in savings banks, that is to say, public institutions and that the Federation itself is directly or indirectly responsible for over 800 economic enterprises. For developing countries the Federal Republic of Germany is the source of many stimulating examples in the field of public administration. DSE intends to make continued use of this opportunity of imparting such stimulus.

VI INDUSTRIAL OCCUPATIONS PROMOTION CENTRE

KARL STÜTZLE

Technical Training and Industrial Promotion

In 1975 the DSE Industrial Occupations Promotion Centre in Mannheim placed main emphasis on accompanying measures aimed at upgrading technical training in overseas countries.

Whereas the technical assistance provided by the Federal Republic of Germany during the First Development Decade was oriented primarily towards technical training projects, emphasis has since then shifted more in the direction of measures for the promotion of small and medium industry and handicrafts.

Technical training and industrial promotion have been coupled ever since the idea of establishing technical training centres in developing countries was first considered. The basis for DSE planning was provided by a report of the German Federal Government published in 1961. The report stated: "The technical training centres established in developing countries within the framework of federal German technical assistance are generally a combination of part-time vocational school, apprentice training centre, manufacturing enterprise, and industrial promotion centre. They are designed to train journeymen, skilled workers, foremen, and masters, and to provide technical, management, and cooperative counselling services for small and medium industrial enterprises." This objective was subsequently realized in the circa 60 technical training centres established by the Federal Republic of Germany overseas between 1958 and 1964.

Although initial and advanced training in its present form already incorporates a significant part of industrial promotion,

promotion measures must in the next phase be oriented to a greater extent to the provision of support for the establishment of small, independent handicraft firms.

Job procurement is accorded high priority in the development policy objectives of the German Federal Government. Young people should of course be equipped by means of sound training to occupy a job in industry or handicrafts, but it is even better to train them to establish firms of their own, thereby creating new jobs.

In order to achieve this objective it is necessary to reorient the training which builds on basic technical training. Training stages in the form of courses are essential in the period of basic training. They must, however, lead to apprentice production stages increasing in degrees of difficulty. Care must be taken to ensure that the transition from highly refined training in workshops, fitted perhaps with excessively modern machines, to the simple in-firm production situation typical of many developing countries is not too drastic. For this reason it is important that a technical training centre remain in contact with its graduates and provide consultative assistance.

The term industrial promotion embraces a large number of components including, among others, market analysis, management consultancy, calculation, production siting, storage, and procurement of materials. In the developing countries, however, it has become apparent that production assistance has top priority.

Earlier promotion measures within the framework of vocational training were insufficiently oriented to production assistance. One reason for this state of affairs was a false economic premise. Production assistance was often regarded as a threat to the exports of the donor countries, and training curricula were therefore not geared to practice-oriented

workshop training. For example, the subject matter imparted in the final year of a master's school in the Federal Republic of Germany was not included in the overseas training centre curricula although it is this subject matter which serves to prepare the learner to take full responsibility for the running of a workshop.

Neither technical secondary schools nor lycées techniques were suited to the task of stimulating a new basic approach to handicraft production and related industrial promotion. Machines and work benches were used solely to teach manual skills. Seldom was a blackboard, for example, to be seen in the machine hall and seldom was a teaching room built directly on to the workshop. The subject of applied technology, which imparts practice-oriented theory in the workshop, is still virtually unknown in many overseas technical training centres.

Within the framework of DSE's basic tasks this change in the Centre's objectives involved the following activities:

1) incorporation of industrial promotion problems in the Centre's series of advanced training courses (counterpart courses) conducted in the Federal Republic of Germany for technical institutions in Africa, Asia, and Latin America;

2) organization in the Federal Republic of Germany of industrial promotion courses on specialized subjects for technical instructors from developing countries;

3) organization of preparatory courses on industrial promotion for Federal German teaching staff;

4) incorporation of specific advanced training measures in the field of industrial promotion in teaching events organized by DSE in developing countries;

5) assistance provided by the Centre's teaching material service for industrial promotion activities.

The DSE counterparts had generally received sound basic technical training in the overseas school projects sponsored by the Federal Republic of Germany. Although these DSE fellowship-holders were interested in teaching, they showed, however, little receptiveness for the problems of industrial promotion. The field of industrial promotion is so broad that these fellowship-holders, whose primary intent is to specialize in their own field, find it difficult to properly integrate what they have learned about industrial promotion into their field of work. On returning home they find that the curricula of the local technical training centres are so narrow and inflexible that they do not provide the scope needed for these new teaching objectives. In view of this difficulty, it is essential for the Federal German teachers still seconded to school projects in developing countries to assist the returning fellowship-holders in their new and extended duties. Schooling alone cannot turn a pupil into a responsible skiled worker; he also needs a considerable amount of natural talent. However, the training centre must reinforce his natural talent with the impulses he will need to work independently in the future. The centre must also continue to support the young independent workman after he has established his own small manufacturing firm.

Efforts in this direction made by the vocational training centres supported by the Federal Republic have been promising. These were the first schools of this type in the developing countries to include apprentice production and production assistance in their curricula, and they are highly regarded by overseas industry and handicrafts. Many of the firms of former students of these schools are now model firms. Unfortunately large numbers of these technical training centres supported by the Federal Republic of Germany were transferred far too early into the hands of the developing countries, so that it then became impossible to orient the project to

the task of industrial promotion. An attempt in this direction currently being made in Perú represents a first successful model. However, a Federal German industrial promotion team overseas can fulfil the task of production assistance only if the vocational training centres are equipped with workshops, classrooms and drawing offices. Without tool construction, production assistance can only take the form of excessive report writing and unsatisfactory verbal counselling. From the point of view of efficiency this form of assistance is seldom satisfactory.

All project directors realize that this new objective is more difficult to attain than that of establishing and running a technical training centre. Finding teaching staff is problematic enough.

For this reason DSE paid increased intention in 1975 to the task of industrial promotion. The planned intensified cooperation with industrial promotion institutions in Germany, particularly in Karlsruhe, is certain to have a positive long-term influence on work overseas.

Only if the planning authorities in developing countries, external technical assistance projects, and DSE collaborate closely with one other can the objective set come closer towards realization.

VII FOOD AND AGRICULTURE DEVELOPMENT CENTRE

ERHARD KRÜSKEN

Training in the Agricultural Sector within the Framework of International Cooperation

In 1975 there was intensive discussion at national and international level in the industrial and developing countries on the need to create a new international economic order and also on the food problems of the world. At the Seventh Special Session of the United Nations' General Assembly there was consensus, as expressed in the resolution, that the solution to the world's food problems lay in the first place in a rapid increase in food production in the countries of the Third World and that this objective could best be reached by considerably increasing the extent of the industrial nations' assistance measures in the agricultural sector in close cooperation with the countries of the Third World. Agricultural assistance already enjoys high priority within the development effort of the Federal Republic of Germany.

The tasks of the German Foundation in the agricultural sector complement and flank the agricultural assistance measures of the Federal Republic. The activities of the DSE Food and Agriculture Development Centre (ZEL) are thereby delineated.

In 1975 the main emphasis of the Centre's work was on providing training and advanced training courses in agriculture, forestry, and fishing for specialists and higher-level personnel from countries of the Third World. Programmes were arranged for a total of 703 specialists and higher-level personnel. 522 fellowship-holders, 229 (42 per cent) of whom had sur-place or third country fellowships, took

part in long-term, mainly individualized advanced training courses. In addition, seminars were held in Africa, Asia, Latin America, and the Federal Republic of Germany for specialists coming from various agricultural disciplines. Used for the first time to such an extent, the seminar approach proved basically successful.

Emphasis in the sur-place and third country training courses was on forestry and plant production. Because of the specific cultures in the ecologically varied production zones in the tropics and subtropics involved, these disciplines had been judged inappropriate as the subject matter of advanced training in temperate latitudes, but with the launching of these external training courses their inclusion became possible.

The sur-place and third country training courses, carried out in close collaboration with a large number of national and regional institutions in the respective developing regions, focussed on specific technical and regional fields of emphasis:

Central America: Long-term training in Honduras in forestry, a sector which has long been neglected in the area, in cooperation with the Escuela Nacional de Ciencias Forestales.

Africa: Forest ranger training for West African countries at the Forest Ranger School in Ghana.

Asia: Advanced training in the Philippines in rice cultivation in cooperation with the University of the Philippines and in technical agriculture and social organization in cooperation with the Southeast Asian Regional Centre for Graduate Study and Research in Agriculture (SEARCA).

In addition, a large number of individualized courses were conducted in cooperation with numerous institutions in developing countries. As a rule they took the form of third

country courses in the region in question; in some cases, however, they were organized as interregional third country courses. Cooperation was intensified with international agricultural research institutes. DSE also relied on the cooperation of European donor countries, the United States, and Australia for the training and advanced training of higher-level personnel from developing countries in cases in which, for project-oriented reasons, training in third industrial countries was necessary.

Unfortunately, a project planned in cooperation with Iran, which was to be oriented to advanced training in the field of plant protection and pest control for West Asian and African least developed countries and which was already in its preparatory stage, could not yet be launched.

As in other years, advanced training in the Federal Republic of Germany was typified by the high degree of specialization of the participants.

In 1975 an attempt was made to come to grips with the detrimental long-term effects of the old-fashioned, sporadic "watering can" type of agricultural assistance. Measures including tightening up selection criteria, consolidating individualized advanced training courses under a long-term programme, and replacing long-term German language courses by intensive foreign language seminars. These streamlining efforts have proved successful in principle, even though there have been some misgivings on the part of the foreign partners. ZEL therefore intends to continue to move forward in this direction.

SUMMARY OF DSE EVENTS

Total number of participants in 1975: 320

Included in the total: 168 Third World nationals

International Seminars and Conferences

Africa

- Structure and organization of adult education in Arab states
  Cairo and Sirs-el-Layyan, Egypt
- Curriculum development, implementation and evaluation
  Accra, Ghana

Asia

- Production of handbooks for functional literacy
  Berlin (West)
- Advanced training of teachers for instruction in mathematics at secondary schools
  Kabul, Afghanistan
- Production and use of simple teaching materials for instruction in natural sciences at primary school level
  Penang, Malaysia
- Advanced training course for fellowship holders from Afghanistan
  Saarbrücken, Munich, Reutlingen, Karlsruhe, Freiburg

Latin America

- Development of academic education and research in Latin America
  Quirama near Medellin, Colombia
- Advanced training course for fellowship holders from Brazil
  Various places in the Federal Republic of Germany

Inter-regional

- Training of engineers in developing countries - experiences in federal German technical assistance projects
  Berlin (West), Bonn

Expert
Consultations

- Assignment of federal German lecturers to universities in developing countries
  Bonn
- Handbook for curriculum evaluation
  Bonn

Total number of participants in 1975: 241

Included in the total: 41 Third World nationals

International Conferences

- Cooperation of European documentation centres in the field of development policy
  Bonn
- International information system for economic and social development (DEVSIS)
  Berlin (West)

German Conferences and Expert Consultations

- Nationalism in Latin America and its role in development policy
  Nürnberg
- Problems of research and documentation on Africa - interdisciplinary research on rural development problems, illustrated by studies on the Sahel Zone
  Göttingen
- Diacritic signs in EDP programming
  Bonn
- Cooperation of documentation centres in the field of law in developing countries
  Hamburg
- Tenth conference of institute directors
  Bad Honnef
- Documentation and research on Africa in the Federal Republic of Germany
  Bonn

Long-term External Courses

- Second meeting of the regional committee for development of information services in East Africa
  Nairobi, Kenya
- Documentation and information for planning and decision-making
  Nairobi, Kenya

Total number of participants in 1975: 549

Included in the total: 376 Third World nationals

International Seminars and Conferences

Africa

- Economic information for commercial attachés
  Cologne, Heidelberg, Hamburg, Berlin (West)
- Standardization of building materials and construction elements in Arab states
  Berlin (West), Hamburg, Aachen, Stuttgart
- Study tour for members of the diplomatic service (attachés) of the Arab Republic of Egypt
  Berlin (West), Munich, Hamburg, Cologne, Bonn
- Interdisciplinary factors of development planning in Africa
  Khartoum, Sudan
- Case writers' workshop
  Accra, Ghana
- Development of food supply systems for African cities and their importance for the development of a country
  Dakar, Senegal
- Limits to rural growth in marginal areas: village development in the Sahel Zone
  Berlin (West)
- Advanced training course for urban and regional planners from Egypt
  Berlin (West)

Asia

- Study tour for leading economic and industrial experts from Asian countries
  Berlin (West), Stuttgart, Bad Homburg, Cologne
- Promotion of small and medium industry
  Berlin (West), Mannheim
- Management and integrated planning of harbours
  Manila, Philippines
- Promotion of small and medium industry
  Berlin (West), Bad Homburg
- Planning, implementation and evaluation of integrated rural development programmes in Asia
  Djakarta, Indonesia

Latin America

- Job procurement in handicrafts and small industry
  Quito-Cumbayá, Ecuador
- Personnel training for development banks
  Lima, Peru
- Promotion of self-help institutions through development corporations
  Bonn, Brussels, The Hague, Berlin (West), Vienna
- Nutrition programmes within decentralized health services in Central America
  Guatemala, Guatemala
- Promotion of industrial cooperation through development banks in the Caribbean
  Barbados, Caribbean

Inter-regional

- Development policy press and information work
  Berlin (West)
- Appropriate technologies for semiarid areas: wind and solar energy for water supply
  Berlin (West)
- Industrial promotion assembly and international consulting forum between Arab and European countries
  Berlin (West)

German Conference

- Information for German advisers at development banks
  Berlin (West)

Total number of participants in 1975: 420

Three-month area orientation seminars for outgoing German specialists (245 participants).

Of these 245 participants, 18 took part in language instruction courses only. A total of 64 language courses in 17 different languages were conducted.

30 specialists who were unable to attend a seminar received individualized briefing.

Additional events:

- 5 advanced training seminars on development policy for overseas travel officers
  Bad Honnef

Total number of participants in 1975: 456
Included in the total: 438 Third World nationals

International Seminars and Conferences

Africa

- Selected problems of local administration
  Berlin (West), Bonn, and other cities in the Federal Republic of Germany
- Problems of labour administration and underemployment in East Africa
  Nairobi, Kenya
- Tax law and tax policy in industrialized and less industrialized countries
  Berlin (West), Munich, Bonn
- Management techniques in public enterprises
  Arusha, Tanzania

Asia

- Advanced training course for instructors at schools of administration (assignment of two experts; participants: 41)
  Daejeou, Korea
- Organization of advanced training in public administration
  Berlin (West), Bonn, and other cities in the Federal Republic of Germany
- Management techniques in public enterprises
  Berlin (West), Bonn, and other cities in the Federal Republic of Germany
- Public transport administration in Southeast Asian capital cities (assignment of one expert; participants: 30)
  Bangkok, Thailand

Latin America

- Information flow in an administration - CIAT Conference (assignment of one lecturer)
  Port of Spain, Trinidad, and Tobago
- Problems of government auditing
  Lima, Peru; Berlin (West), Bonn, Frankfurt-on-Main, Munich; Vienna, Austria

- Seminar on electronic data processing
  (assignment of one expert)
  Santiago de Chile, Chile
- Development problems of local governments in agglomeration areas
  Berlin (West), Bonn, and other cities in the Federal Republic of Germany
- Organization and methods in tax administration
  Berlin (West), Bonn, and other cities in the Federal Republic of Germany
- Environment and development
  Berlin (West), Bonn, and other cities in the Federal Republic of Germany
- Training and advanced training of labour administration personnel
  Berlin (West), Bonn, Nuremberg;
  Geneva, Switzerland
- Topical problems in customs administration
  Mexico City, Mexico
- Selected problems of government auditing
  Quito, Ecuador

Europe

- Selected problems of public administration in the Federal Republic of Germany and in Turkey
  Ankara and Izmir, Turkey
- Surveillance and control techniques in public administration
  Berlin (West), Bonn, and other cities in the Federal Republic of Germany

Inter-regional

- Problems of administration reform
  Berlin (West)

German Meeting

- Information meeting for tutors of the advanced training course for senior customs officers from African countries
  Berlin (West)

Individualized training courses for 63 public administration officers from countries of Africa, Asia, and Latin America (public finance, personnel administration, customs administration, hospital administration)

Expert
Consultations

- Problems of internal and external control in public administration (evaluation); advanced training of senior officers in supreme audit institutions in Latin America (preparatory meeting)
  Frankfurt-on-Main
- IX. General Assembly of the Centro Interamericano de Administradores (CIAT) Tributarios
  (assignment of one expert)
  Ottawa, Canada
- Advanced training of senior officers in supreme audit institutions in Latin America
  Quito, Ecuador

Total number of participants in 1975: 753

1. Advanced training courses in the Federal Republic of Germany

   - Pedagogic training in the regional vocational training centres, terminating on 30 April 1975

     Final seminar at the Industrial Occupations Promotion Centre, 2 to 27 May 1975

   - Advanced technical training in the regional vocational training centres, terminating on 30 April 1975

     Pedagogic training in the regional vocational training centres, 1 May to 30 October 1975

     Final seminar at the Industrial Occupations Promotion Centre, 1 to 25 November 1975

   - Advanced technical training in the regional regional vocational training centres, terminating on 30 October 1975

     Pedagogic training in the regional vocational training centres, beginning on 1 November 1975

   - Introductory seminar at the Industrial Occupations Promotion Centre, 2 January to 30 April 1975

     Advanced technical training in the regional vocational training centres, beginning on 1 November 1975

   - Introductory seminar at the Industrial Occupations Promotion Centre, 1 July to 31 October 1975

     Advanced technical training at the regional vocational training centres, beginning on 1 May 1976

2. Advanced Training Courses Overseas

   - Sur-place/third country training for workshop instructors from vocational training institutions in Colombia and neighbouring countries Barranquilla, Colombia

- Mobile teacher team:
  Measuring of machine tools, pneumatic steering gears
  Barranquilla, Colombia; Lima, Peru; Guatemala, Guatemala; Maracay, Caracas

- Mobile teacher team:
  Heat treatment of steels
  Colombo, Sri Lanka

Inter-regional

Seminar for directors of vocational training institutions on technical vocational training as a tool of industrial development
Mannheim, Berlin (West), Bonn

1. Individualized technical, language and pedagogic instruction for German specialists taking up assignments in the following countries:

Bangladesh	Lesotho	Saudi Arabia
Bolivia	Niger	Syria
Ecuador	Nigeria	Tanzania
Guatemala	Peru	Thailand
Honduras	Rwanda	Togo
Jamaica		Yemen
		Zaire

2. Workshop instructor courses (3 months)

3. Advanced training and preparation of specialists for the promotion of small and medium industry in developing countries (in cooperation with the Ministry of Education of the Land Baden-Württemberg and the Association of German Chambers of Handicrafts)

4. Special pedagogic training course in Mannheim for German workshop instructors taking up assignments in Saudi Arabia (in cooperation with the Ministry of Education of the Land Baden-Württemberg)
   1 September to 10 October (against payment)

Total number of participants in 1975: 908
Included in the total: 694 Third World nationals

In 1975 the Food and Agriculture Development Centre provided training and advanced training courses in 32 agricultural, forestry and fisheries disciplines for 694 specialists and higher-level personnel from countries of Africa, Asia, Latin America, and Europe. 293 scholarship-holders from 48 countries attended advanced training courses in the Federal Republic of Germany lasting from three months to five years.

In addition to the practical training provided by the regional vocational training centres, the Food and Agriculture Development Centre conducted 24 short-term seminars, specialized courses and expert meetings serving to upgrade technical knowledge. The Centre also organized two two-week seminars for 22 radio journalists in Feldafing.

The Centre furthermore carried through third-country and sur-place training courses of several months' duration for 229 overseas specialists and, in collaboration with the Southeast Asian Regional Centre for Agriculture (SEARCA) in Los Baños, Philippines, organized a two-month advanced training course for 20 extensionists for rice cultivation areas in Southeast Asian countries.

130 specialists attended five short-term advanced training seminars in overseas countries.

138 German specialists in the field of agriculture were prepared for overseas assignments within the framework of the German Agricultural Assistance Programme.

76 specialists from the Federal Republic of Germany and other donor countries took part in the various expert meetings and conferences arranged by the Centre.

Preparation and Advanced Training of German Agricultural Assistance Personnel

- Agricultural extension and agricultural credit in rural development
  Berlin (West)
- Appraisal of agricultural development projects
  Linz-on-Rhine
- Seminar on animal production
  Berlin (West), Bonn, and other cities in the Federal Republic of Germany
- Conference on veterinary medicine
  Ouagadougou, Upper Volta

Individual advanced training was provided for five German specialists in the fields of

maintenance of forest machinery and equipment, cattle husbandry, agricultural experimentation, grassland farming, experimental technology

Expert Consultations

- The contribution of forestry and forest industries to the development of rural areas
  Feldafing
- Training and advanced training of specialists from developing countries in the field of forestry and forest industries
  Feldafing
- Methods of evaluating university projects in the sphere of forestry and forest industries in Third World countries
  Göttingen
- Extension and credit in integrated rural development
  Stuttgart

- Extension and credit in integrated rural development
  Bonn

Seminars for Radio Journalists

- Radio broadcasts as an instrument of development promotion in rural areas
  Feldafing

Long-term External Course

- Advanced training course for agricultural extensionists from Southeast Asia and East Asia
  Los Baños, Philippines

Short-term External Courses

- Tasks and working technologies in forestry with regard to landscape and soil conservation
  Karadj, Iran

- Administrative and planning tasks for forest administrators from Bolivia
  La Paz, Bolivia

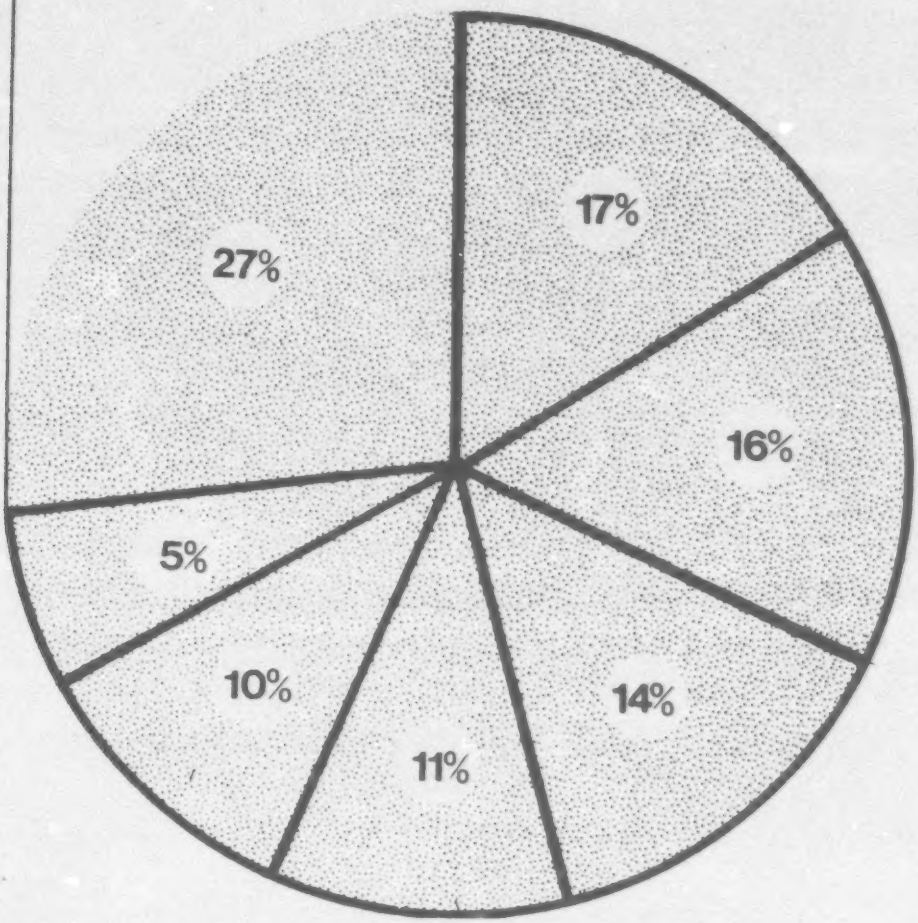
- Forestry and forest industries in Turkey (follow-up seminar
  Trabzon, Turkey

- Guidelines for modern agricultural development (follow-up seminar)
  Bukittinggi, Sumatra, and Indonesia

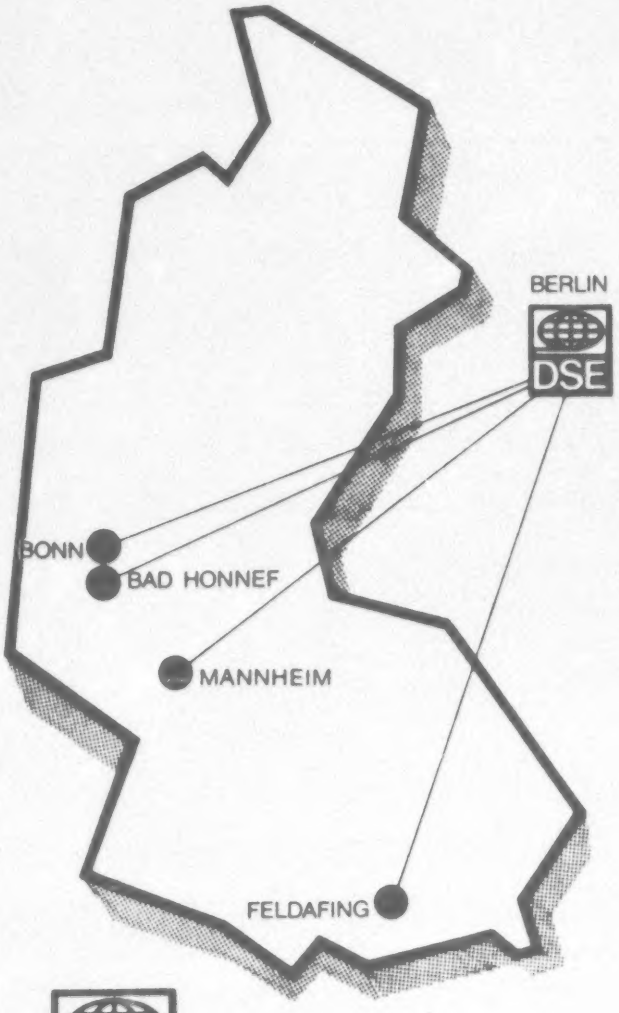
- Animal production and veterinary medicine (follow-up seminar)
  Njoro, Kenia

Up until the end of 1975 the percentage of DSE seminars and conferences dealing with the subject-matter listed below were as follows:

27% Public Administration
17% Food, Agriculture, Forestry, Fisheries
16% Trade, Industrialization, Infrastructure



14% General Education and Vocational Training
11% Overall Economic Development
10% Social Development
5% Donor Countries' Policies



DSE

ADRESSES

EXECUTIVE OFFICES

Directors General
Mrs Brigitte Freyh
Dr Gerhard Fritz
Rauchstrasse 25, 1000 Berlin 30
Tel.: (030) 2606 – 1, Telex: 181615

Bonn Office of the German Foundation for International Development
Head: Manfred Wodrich
Deputy to the Directors General
Simrockstrasse 1, 5300 Bonn
Tel.: (02221) 213011, Telex: 886710

DIVISIONS

I Administration Division
Director: Hermann Thederan
Rauchstrasse 25, 1000 Berlin 30
Tel.: (030) 2606 – 1, Telex: 181615

II Education, Science and Documentation Division
Director: Dr Dieter Danckwortt
Endenicher Strasse 41, 5300 Bonn
Tel.: (02221) 631881, Telex: 886710

II A Education and Science Branch
Head: Dr Wolfgang Gmelin
Simrockstrasse 1, 5300 Bonn
Tel.: (02221) 228011, Telex: 886710

II B Central Documentation Branch
Head: E. J. Frhr. von Ledebur
Endenicher Strasse 41, 5300 Bonn
Tel.: (02221) 631881, Telex: 886710

III Seminar Centre for Economic and Social Development
Director: Mrs Herta Vomstein
Reiherwerder, Villa Borsig, 1000 Berlin 27
Tel.: (030) 434081, Telex: 181615

IV Area Orientation Centre
Director: Dr Gunther Oldenbruch
Lohfelder Strasse 160, 5340 Bad Honnef
Tel.: (02224) 2033, Telex: 886710

V Public Administration Promotion Centre
Director: Joachim Krell
Rauchstrasse 22, 100 Berlin 30
Tel.: (030) 2606 – 1, Telex: 181615

VI Industrial Occupations Promotion Centre
Director: Karl Stützle
Käthe-Kollwitz-Strasse, 6800 Mannheim 1
Tel.: (0621) 372008, Telex: 463312

VII Food and Agriculture Development Centre
Director: Dr Erhard Krüsken
Wielinger Strasse 52, 8133 Feldafing/Obb
Tel.: (08157) 8481, Telex: 526436

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- **Documentation for the Administration and Economy of East African Countries**

Seminar Centre for Economic and Social Development

Herta Vomstein
- **Key Role of Development Banks in Socioeconomic Development**

Area Orientation Centre

Günther Oldenbruch
- **New Concept for the Preparation of Federal German Experts**

Public Administration Promotion Centre

Bernd Hack
- **Federal German Administration in Practice and Theory**

Industrial Occupations Promotion Centre

Karl Stützle
- **Technical Training and Industrial Promotion**

Food and Agriculture Development Centre

Erhard Krüsken
- **Training in the Agricultural Sector within the Framework of International Cooperation**

Summary of DSE Events

DSE

BERLIN (WEST) · BONN · BAD HONNEF · MANNHEIM · FELDAFING